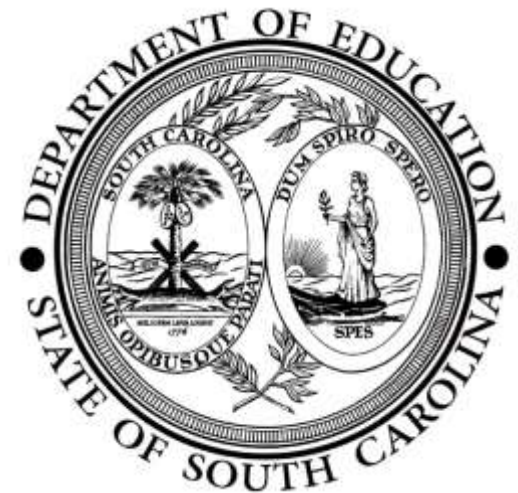


Grade 3

Narrative Writing – Personal Writing: A Snapshot in Time

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
August 2016



Grade 3: Narrative Writing: Personal Writing: A Snapshot in Time

Unit Rationale/Overview:

This unit focuses on narrative writing with an emphasis on personal writing. The purpose of this unit is for students to analyze memoirs while reading and exploring the author's craft to write a "snapshot in time" of a memorable event.

Throughout this unit, third grade students will be immersed in literary texts that demonstrate the qualities of narrative writing. Students will have opportunities to engage in writing activities that allow them to demonstrate, collaborate, and write independently while attending to the specific task, purpose, and audience while writing personal narratives.

The teacher's modeling of writing strategies, using his/her own stories and thinking aloud about the writing, is crucial to the implementation of this unit in terms of drafting, craft and revision. The teacher will serve as the expert writer, who both models and writes with children as she/he instructs them in the writing process.

Through collaboration, analysis of literary texts, and writing within this unit, students will learn skills that will assist them in developing the world class skills listed in the Profile of the South Carolina Graduate.

<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Estimated timeframe: two to three weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Reading-Literary

4.RL.9 Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

4.RL.9.1 Identify and explain how the author uses idioms, metaphors, or personification to shape meaning and style.

4.RL.9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

3.RL.12 Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

3.RL.12.2 Identify crafted text structures, such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.

Writing

3.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well chosen details, and well-structured event sequences.

3.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

- a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
- b. establish a situation and introduce a narrator and/or characters;
- c. organize an event sequence that unfolds naturally;
- d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;
- e. develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and the ideas of others;
- f. use temporal words and phrases to signal event order;
- g. use imagery, precise words, and sensory details to develop characters and convey experiences and events;
- h. provide a sense of closure.

3.W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.W.5.2 Use quotation marks to indicate exact quotes.

Embedded Standards/Indicators

Inquiry-Based Literacy Standards

3.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

3.I.1.1 Formulate questions to focus thinking on the idea to narrow and direct further inquiry.

3.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

3.I.2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

3.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.

3.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

3.I.4 Synthesize information to share learning and/or take action.

3.I.4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.

3.I.4.2	Reflect on findings to build deeper understanding and determine next steps.
3.I.4.3	Determine appropriate tools and develop plan to communicate findings and /or take informed action.
3.I.5	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.
3.I.5.1	Acknowledge and value individual and collective thinking.
3.I.5.2	Employ past learning to monitor and assess current learning to guide inquiry.
3.I.5.3	Assess the process and determine strategies to revise the plan and apply learning for further inquiry.
Writing	
3.W.4	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
3.W.4.1	When writing: <ul style="list-style-type: none"> a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; b. form and use regular and irregular plural nouns; use abstract nouns; c. form and use regular and irregular verbs; d. form and use the simple verb tenses; e. ensure subject-verb and pronoun-antecedent agreement; f. form and use comparative and superlative adjectives and adverbs, and choose between them, depending on what is to be modified; g. form and use prepositional phrases; <ul style="list-style-type: none"> h. use coordinating and subordinating conjunctions; and i. produce simple, compound, and complex sentences.
3.W.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
3.6.1	Write routinely and persevere in writing tasks: <ul style="list-style-type: none"> a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.
Communication	
3.C.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations: build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
3.C.1.1	Explore and create meaning through conversation and interaction with peers and adults.

3.C.1.2	Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.
3.C.1.4	Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.
3.C.1.5	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
3.C.2.4	Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.

Clarifying Notes and/or “I Can” Statements

Clarifying Notes:

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to think through the process while demonstrating it. The guided practice (we do) might include the teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

Refer to Gradual Release Model at <http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

Reminders:

- Encourage students to begin using the words “story” and “text” interchangeably.
- Anchor charts are visual references that are used as a tool for students to receive ongoing support as they develop in their understanding.
- Ideally, anchor charts are made with students and may be displayed as necessitated by the student work.
- When the teacher uses rubrics to assess writing, students should be involved in as much as possible, in the creation of the rubric. They should have a copy of the rubric during all parts of the writing process in order to increase their likelihood of success.
- A narrative is a story with a beginning, a series of events, and an ending. Narratives may be fiction or nonfiction, and they usually tell about important events from a character’s or subject’s life. Narrative stories may be composed in the structural form of a circular text, seesaw text, or diary. Narrative genres include personal narrative, memoir, testimonials, oral history, biography, and narrative fiction. Within narrative fiction, the categories are realistic fiction, historical fiction, folktales, fantasy, fables, and myths.
- A personal narrative is often a story of a real person’s experiences, but it can also be fictional. It is written in first person and centers on a certain event, which includes and emphasize the author’s feelings and thoughts.

Elements of a personal narrative include the following:

- *The events have been experienced.*
- *The story has a beginning, series of events, a plot, and an ending.*
- *The story is told in chronological order.]-The story is written in first person, using personal pronouns, such as I, me, my, mine, our.*

- *The event(s) may be a brief moment in time or a sequence of events.*
 - *Characters may be people or creatures that the author cares about.*
 - *The setting may be a familiar or fantasy place.*
 - *The action centers on something interesting and significant in the writer's life.*
- A memoir is a type of personal narrative that is similar to an autobiography. Memoirs are written in first person and cover a big “chunk” of time. They are typically reflective pieces which deal with a number of important events. A memoir does not have to be chronologically sequenced; but the sequence of events must be logical and make sense to the reader.

Elements of a memoir include the following:

- *It is memory: a description of an event from the past*
- *It is written in first person, using personal pronouns, such as I, me, my, mine,*
- *It is based on the truth.*
- *It reveals the feelings of the writer by showing what the writer was thinking and feeling.*
- *It is focused on an actual event or a chunk of time.*
- *It tells details known only to the writer.*
- *It uses dialogue.*
- *It follows a logical, but not necessarily chronological, sequence.*
- *It contains an element of reflection or a lesson.*

The strategies listed within this unit can be taught within Writer's Workshop. When Writer's Workshop is integrated with reading, students construct meaning in a more authentic way. The components of Writer's Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

The use of a reader's notebook is a key component in the instruction of reading for meaning. Using the reader's notebook, students reflect on their reading in various forms, such as notes and sketches, short-writes, graphic organizers, letters to other readers, and diary entries.

For a complete Writer's Workshop personal narrative unit, see the following link:

[http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/3rd/Resources/3rd%20Grade%20Personal%20Narrative%20\(2\).pdf](http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/3rd/Resources/3rd%20Grade%20Personal%20Narrative%20(2).pdf)

Teaching *Elementary Students to be Effective Writers* provides evidence –based recommendations for addressing writing practices. Those recommendations include the following:

1. Provide daily time for students to write.
2. Teach students the writing process.
3. Teach students to write for a variety of purposes.
4. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
5. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

The *Fundamentals of Writing* (K-12)

The Fundamentals of Writing provides the classroom structure for a writing community, using a workshop approach. Students learn the recursive process of writing, act as collaborators of writing with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author's craft techniques in their work. *Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find the *Fundamentals of Writing* in the *South Carolina College-and- Career Ready Standards* for English Language Arts.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf>

Teaching Tips:

- Before you begin, model “turn and talk” with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a “turn and talk” partner or small group.
- During read aloud, stop several times at natural breaking points and pose queries for students to “turn and talk,” asking the following:
- Where do you think this author got his/her ideas for this book?
- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?
- Can you picture this setting/character/event in your mind? How did the author help you do that? What words did the author use?
- Notice the way the sentences flow. How did the sentence structure and style keep your interest?
- Does this writing have voice? (Routman, 2003)

Next Steps:

- Teachers should follow the writing process as students work. In a workshop model, students may be at different places while writing. Within the instructional framework, the teacher should put into place structures and routines that support each writer. Part of this process should include small group work to assist those students who may be struggling as they write. Teachers should allow students to be actively involved in one another's writing process by allowing students time to share and discuss one another's work.
- As the teacher assesses student writing, it may be necessary to continue offering models and scaffolds as students grow in their understanding of how to write personal narratives.
- Students should construct assessment rubrics with the teacher whenever possible. When students have a role in how they are to be assessed, ownership in their work increases. Students should always have a copy of the rubric to be used during all phases of the writing process.
- Student work should be celebrated and shared with a wider audience (displayed, shared with others in the school, community, and/or home). Doing so helps students to see the relevance of their learning.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

Reading Literature:

- I can identify and explain how the author uses idioms and metaphors to shape meaning and style. (3.RL.9.1)
- I can explain how the author’s choices of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting. (3.RL.9.2)
- I can identify a memoir as a text structure. (3.RL.12.2)

Writing:

- I can write a narrative to develop real experiences, using well developed characters, descriptive scenes, and well-structured sequences. (3.W.3)
- I can develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and the ideas of others. (3.W.3.e)
- I can use metaphors when I write a narrative. (3.RL.9.1)
- I can explain how choices of words, illustrations, and conventions combine to create mood and meaning. (3.RL.9.2)
- I can use quotation marks when I write dialogue. (3W.5.2b)

Essential Question(s)

These are **suggested** essential questions that will help guide student inquiry.

- How can the use of idioms and metaphors make meaning in a personal narrative?
- How do writers use narrative writing to make sense of personal experiences?
- How do writers use words and illustrations to create mood in a narrative piece of writing?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction would be during the modeling process.

memoir
reflect
audience
sequence
idioms
metaphors

style
dialogue
concluding statements
edit
revise
experiences
temporal words- Examples include sometimes, immediately, soon, often, also, at that exact moment, next, last, early, later, the next morning, that evening, when, after that, another time, before, suddenly, yesterday
mood- Examples of mood words include excited, scared, cool, happy, dark, lonely, angry, hopeful, warm, disgusted, suspenseful, spooky, funny

Prior Knowledge

In second grade, students learned how to identify the literary devices of similes, metaphors and sound devices and explain how to use each. They could explain how words, phrases and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning. In writing, students learned how to write a narrative that could have been real or imagined with details and event sequences, leading to a sense of closure.

Subsequent Knowledge

In fourth grade, students are expected to interpret and analyze how the author uses imagery and hyperbole to shape meaning, while explaining how word choice and illustrations combine to create mood. Students are expected to write a narrative that uses effective techniques, well-chosen details, and structured sequences with the use of transitional words, phrases, and precise details. A well-crafted conclusion follows from the narrated experiences or events.

Potential Instructional Strategies

All lessons build toward the culminating activity of writing a personal narrative.

Note:

Prior to teaching this personal narrative writing unit, immerse students in reading memoirs. (See suggested titles in Resource section).

Preparation: Gather memoir texts so students will have two to three texts per group. (During the Guided Practice section, partners will need two to three books to peruse).

Instructional Strategy: Identifying the Elements of Memoir

Learning Target: Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text and a framing question text. (3.RL.12.2)

Model- (I do)

- The teacher conducts an interactive read aloud, using two to three memoir texts. See Resources for suggested titles.
- Create an anchor chart(s) that lists the following:
 - Elements of a memoir
 - *It is based on a memory, a description of an event from the past.*
 - *Written in first person, using personal pronouns, such as I, me, my, mine.*
 - *It is based on the truth.*
 - *It reveals the writer's thoughts and feelings.*
 - *It is focused on an actual event or a chunk of time.*
 - *It tells details only the writer knows.*
 - *It uses dialogue.*
 - *It follows a logical sequence but not necessarily the chronological sequence.*
 - *It contains an element of reflection or a learned lesson.*
- After reading the three texts, discuss and determine commonalities.
- Review the differences between a personal narrative and a memoir.
- Explain that by reading memoirs, students will be better able to write their own narratives, which will also be a “snapshot” of a significant moment in their lives.

Guided Practice (We do)

- Have chart paper available to create an anchor chart, using a two column chart labeled: Is this a memoir? Why or why not? (You may want to create an anchor chart for narrative writing simultaneously to creating this chart).
- As a class, discuss the previously read texts, focusing on elements of a memoir. (Ensure that students know the difference between a memoir and a personal narrative. Personal narratives are sequenced experiences/events about a person's life. They contain characters, setting and action but no reflective piece)
- Working with partners, have groups put sticky notes on parts of the texts that show the elements of a memoir. Share findings with the class.
- Model a think aloud approach while deciding on a list of suitable topics for narratives.

Independent (You do)

- Students will brainstorm a list of meaningful events from their lives that they could use as possible topics for their own personal narratives. Encourage students to focus on why these events are important. *Remind students that these events are a snapshot in time very similar to a memoir.*
- The teacher will conduct independent writing conferences. The teacher will document the results of the conference and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share items from their topic lists.

Instructional Strategy: Identify the Structure of a Memoir

Learning Target: Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text. (3.RL.12.2)

Note:

Preparation: Gather a collection of read alouds that show powerful reflections in a memoir text. Select texts that show a variety of placements for writer's reflections: beginning, middle, and end.

Have enough memoirs for students to work with a partner during the Guided Practice section of this lesson.

Model (I do)

- Explain that yesterday's lesson was about understanding the events in a memoir. Today's lesson is focused on the way authors use reflections in their stories and the placement of the reflections within the memoirs. (A reflection is what makes a memoir different from a narrative). Authors may place reflections in the beginning, middle, or end.
- Explain that a reflection is a way to reflect or think about a specific event or place. Refer back to the memoir texts read in previous lessons. Have a discussion as to why the events were meaningful.
- Re-read sections of memoirs that have reflections in different places within texts. Consider asking these questions while discussing the reflections:
 - *How did the book begin? End? Where was the author's reflection?*
 - *Why did the author use reflection at the beginning, middle, or end of the story?*
 - *How can reflection be considered an element in memoir writing?*

Explain that whether students were writing a personal narrative or a memoir, the event they write about must be memorable.

Guided Practice (We do)

- With partners, have students place sticky notes on the parts of the texts that show why the events were meaningful. Share findings in whole class discussion.

Independent Practice (You do)

- Have students refer back to their topics lists and write beside the topic *why* the event is of importance. Have students craft a reflection from their Writer's Notebook using a writing piece from their Writer's Notebook. The reflection must show how the student's life was changed. Have mentor texts available for students to use as examples.
- Conduct independent writing conferences, document the results of the conference and provide scaffolding, as needed.

- Bring the students together in a large group to share items from their topic lists.

Instructional Strategy: Jot Notes -Sequence

Learning Target: Gather ideas from texts, multimedia, and personal experience to write narratives that develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence and organize an event sequence that unfolds natural. (3.W.3.1a and 3.W.3.2)

Note:

Preparation: One sheet of paper per student

Model (I do)

- Explain to students that today's lesson is to create their event sequence by planning it out on paper. Remind students that they have already determined topics for their personal narratives. *Remind students that the event in their personal narrative must be a memorable event.* Tell them that they will use their own notes as their planner.
- Fold a sheet of paper into three sections. Title each section: Beginning, Middle, and End.
- Conduct a think aloud and model jotting notes about what happened in each part of the story. (Use bullets within each section if there is more than one note within each section). After writing the notes, the teacher will tell the story aloud, highlighting or circling parts to use and crossing out parts that don't move the piece along. To help with sequencing, it may be useful to show students how to number parts of the notes within each section before drafting the story on another paper. (Owocki, 2013)

Guided Practice (We do)

- Have students write the beginning, middle, and end of their personal narrative. Have them turn and talk to a partner, talking through the plan aloud.

Independent (You do)

- Have students use their notes to draft their personal narratives.
- Conduct writing mini-conferences with several students to assess their ability to use their written plan to write a draft.
- Document the results of the conference to assess students' ability to write a memory. Provide scaffolding, as needed, through guided writing or additional mini-lessons.

Instructional Strategy: Use Temporal Words

Learning Target: Gather ideas from texts, multimedia, and personal experience to write narratives that use temporal words and phrases to signal event order; (3.W.3.1f)

Note:

Prior to this lesson, cut a familiar story apart into four to eight key sections. Be careful not to focus solely on transition words, which are geared more for expository writing. See Academic Vocabulary section for examples of temporal words.

Preparation: Gather a collection of mentor texts that include temporal words to signal event order.

Model (I do)

- Explain to students how authors use words and phrases to help move the action forward or to sequence information. These words can also show the passage of time. Read a mentor text and have students identify key words and phrases in the story. List temporal words on an anchor chart.
- *Read a second mentor text* without the temporal words and phrases.
- Ask the students how deleting these words and phrases hinders the meaning. Go back to the second text; add the temporal words and phrases and read it again. Discuss the difference that temporal words make to signal event order.
- Show a piece of narrative writing and look for evidence of temporal words and phrases. Using a think aloud approach, read the piece aloud and find places where temporal words would clarify the meaning or help move the action along. Encourage students to use the chart when they need to add temporal words and phrases to help their narrative piece make sense.

Guided Practice (We do)

- In pairs, have students put pieces of a familiar story back together in their original order. Have students highlight the temporal words and phrases that help move the action forward or sequence information.
- Discuss how temporal words clarify meaning for the reader.

Independent (You do)

- Have students add temporal words and phrases to their memoirs, placing them where they would clarify the piece and help move the action forward.
- Conduct writing mini-conferences with several students to assess their ability to use temporal words in their memoir.

- Document the results of the conference to assess their ability to use temporal words in their memoir. Provide scaffolding as needed through guided writing or additional mini-lessons of this skill.

Instructional Strategy: Establish a Situation

Learning Target: Gather ideas from texts, multimedia, and personal experience to write narratives that establish a situation and introduce a narrator and/or characters (3.W.3.1b)

Model (I do)

- The teacher will explain that the first few lines of their narrative should get the reader interested in reading it. In order to gain attention from the reader, the writer should “set up” the situation.
- Using mentor texts, the teacher will show examples of how authors use the first line to get readers’ attention.
- The teacher will explain to students that authors use techniques to introduce the main characters or important events. Place techniques on an anchor chart that students can use to establish the situation in their narrative writing:
 - *Direct Statement: On Saturday, I was hiking*
 - *Dialogue: “Do you smell something?”*
 - *Draw-in: Have you ever....?*
 - *Fact-based question: Did you know...?*
 - *Fact or detail: Write a fact*
 - *Snapshot: Everything seems to*
 - *Connection to the audience: If you have ever.....*
 - *Series of words: Dogs. Skunk. Not a good mix.*
 - *Observation from the senses: Think sewage. No, worse. Think rotten garbage. (Owocki, 2013)*
- The teacher will model how to use one of the situation techniques in his/her personal narrative piece.

Guided Practice (We do)

- Using their own narrative pieces, have students work with a partner, and try out two to three different techniques. Have the partners help choose their favorite situation.

Independent (You do)

- Have students write their situation within their narrative piece.
- Conduct writing mini-conferences with several students to assess their ability to establish the situation in their personal narrative.
- Document the results of the conference to assess their ability to establish the situation. Provide scaffolding, as needed, through guided writing or additional mini-lessons.
- Conduct independent writing conferences. Document the results of the conferences, and provide scaffolding, as needed.

Instructional Strategy: Using Sensory Details

Learning Targets:

- **I can identify and explain how the author uses idioms, metaphors, or personification to shape meaning and style.(3.RL.9.1)**
- **I can use sensory and precise words to develop the characters and set the mood of my writing. (3.W.3.1g)**
- **I can expand my sentences when revising to make my word choices more clear. (3.W.4.1i)**

Note:

Preparation: Create sparse sentences. Examples may include I was cold; he was hungry; she was sad; we had fun.

An expansion to this lesson would include having the students identify words that could be expanded to show imagery; an example of this type of lesson can be found at: <http://crafting-connections.blogspot.com/2014/04/show-dont-tell-writing-minilesson.html>

Model (I do)

- Conduct a read aloud from a small text that exposes the students to the use of imagery. Explain that a good writer/author uses words that help to paint a picture or play a movie in the reader's head.
- Identify for the students some of the imagery used in the text.
- Have students watch the following YouTube video that models how important using the right words are in a story:
<https://www.youtube.com/watch?v=Hzgzim5m7oU>

Guided Practice (We do)

- Display and read the following statements to the students:
I went to the mountains.
I went to the mountains and had fun.
Last fall, my family and I went to the majestic mountains in North Carolina and we had a fabulous time hiking the long trails and sitting by the sparkling fire at night.
- Ask the students to decide what effect the third sentence has on the reader, compared to the first two.
- Distribute sparse sentences to groups of students, and have each group expand the sentences to include imagery.
- Share and discuss.

Independent (You do)

- Have students refer back to their personal narrative drafts and revise them by adding imagery. Have mentor texts available for students to use as guides for their own writing.
- Conduct writing mini-conferences with several students to assess their ability to add imagery to their drafts.
- Document the results of the conference to assess their ability to add imagery. Provide scaffolding, as needed, through guided writing or additional mini-lessons
- Conduct independent writing conferences. Document the results of the conference, and provide scaffolding, as needed.

Instructional Strategy: Show Dialogue Through Speech Bubbles

Learning Target: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (3.W.3.d)

Note:

Wordless books

Model (I do)

- Explain how dialogue shows how characters respond to characters and to situations.
- Model a personal narrative, and sketch out the characters. Use speech bubbles with dialogue to show what characters say to one another. Stress how dialogue makes meaning for the reader.

Guided Practice (We do)

- Place students with partners, and using wordless books, distribute sticky notes. Have students create speech bubbles of what characters are saying.
- Monitor partner work to assist and give guided feedback.

Independent (You do)

- Have students select one part of their personal narrative and add dialogue.
- Have mentor texts available for students to use as guides for their own writing.
- Conduct independent writing conferences, document the results of the conference. Provide scaffolding, as needed.
- Bring the students together in a large group to share dialogue within their narratives.

Learning Target: Use quotation marks to show dialogue. (W.3.d., 3.W.5.2)

Note:

Preparation: Have sentences on sentence strips with no quotation marks and chart paper available for model section of the lesson.

Model (I do)

- Explain to students that quotation marks are the speaker's exact words, and the quotation marks show exactly where the speaker's words begin.
- Call on two students to come to front of class and have a conversation about school. While students are talking, write their exact sentences on chart paper. Use different colors of markers to indicate exact words and use another color for "said" and quotation mark symbols.

Guided Practice (We do)

- Distribute sentence strips, and have students add quotation marks to the sentences. Check for understanding.
- Monitor partner work to assist and give guided feedback.

Independent (You do)

- Have students refer back to the dialogue in their memoirs and add correct punctuation to their quotes.
- Have mentor texts available for students to use as guides for their own writing.
- Conduct independent writing conferences on the use of quotation marks. Document the results of the conference and provide scaffolding, as needed.
- Bring the students together in a large group to share dialogue within their personal narratives.

Instructional Strategy: Words and Illustrations that Set the Mood of a Story**Learning Targets:**

- **I can use sensory and precise words to develop the characters and set the mood of the story. (3.W.3.1g)**
- **I can explain how the author uses words and phrases in order to shape and make the meaning clear. (3.RL.9.2)**

Note:

A list of mood words is found within the Academic Vocabulary section of this unit.

Preparation: Select a memoir text with mood words. Have chart paper available to make an anchor chart.

Modeled Practice (I do):

- Explain that today's lesson will discuss the *mood* of a story. Write the word *mood* at the top of a chart and then write the definition: The *mood* of a story is how the story or illustrations make you feel.
- Show a series of pictures to the students and ask them to think about how the pictures make them feel.
- Model your own thinking after each picture.
- Read a section of the text aloud to the students. While reading, ask the students to close their eyes and focus on the words.
- After the reading, explain that often writers choose certain words for impact: words to make the reader *feel* something. Go back and re-read the section again, modeling how to pick out certain words that answer the following questions:
- *What does the text make you think of? How does the text make you feel? What is the mood the author is trying to create?*
- Begin a list of mood words on an anchor chart. Continue the process with several more pictures. Remind students that good readers stop and think about what they are reading. They pause to think and react to the text often.
- State to students, "In this lesson, we learned that a good reader pays attention to the words, phrases and illustrations to determine the mood."

Guided Practice (We do):

- Conduct a shared reading activity with another memoir text.
- Using the chart, ask students to identify words or phrases from the text that identify mood. Ask the students to think-pair-share and discuss the mood with their small groups.

Independent Practice (You do):

- Have students refer to their memoir and add words to “determine the mood.” Remind students to use outstanding details and strong verbs to help develop their memoir.
- Conduct independent writing conferences. Document the results of the conference and provide scaffolding, as needed.
- Bring the students together in a large group to share what they learned about mood and give examples from their own writing.

Instructional Strategy: Using Metaphors

Learning Target: I can identify and explain how the author uses idioms, metaphors, or personification to shape meaning and style.
(3.RL.9.1)

Note:

Preparation:

- Read a mentor text with metaphors.
- Collect two different student writing samples to use in this lesson in the sections of Model and Guided practice. Make copies of one to distribute to students in Guided Practice section.

Model (I do):

- Read the text aloud to the students and discuss.
- Show an anchor chart that defines the term *metaphor* and how it is used in writing. (Comparing two things that are not related without using like or as). Metaphors are used to create a vivid picture and help to create meaning. Have sample metaphors to share with the class:

You are my sunshine.

It's raining cats and dogs.

Her eyes were fireflies.

My teacher is a dragon.

His eyes were ice.

Life is a fashion show.

Time is money.

He is a night owl.

My brother is a couch potato.

She is a shining star.

- Refer to the text and identify the statements that are metaphors.
- Using a think aloud approach, read aloud a student’s writing sample and insert a metaphor(s) to shape meaning and style to the composition.

Guided Practice (We do):

- Distribute the copy of the student’s writing sample. Have students work in pairs to add metaphors to the composition piece. Discuss with the class how the metaphors provide more meaning to the writing piece. Have students share their examples.

Independent (You do):

- Have the students refer back to their personal narratives. Encourage students to find suitable places to add a metaphor(s).
- Have mentor texts available for students to use as guides for their own writing.
- Conduct independent writing conferences. Document the results of the conference, and provide scaffolding, as needed.
- Bring the students together in a large group to share what they have written.

Instructional Strategy: Writing a Closure

Learning Target: I can provide a sense of closure in my narrative. (3.W.3.1)

Note:

The use of this strategy could take place over multiple days.

Preparation: Gather a collection of previously read memoirs, and highlight the endings.

Model (I do)

- Explain the importance of closure within a narrative text. Emphasize the importance of seeing how authors write closures. Read a multitude of endings from familiar read alouds.
- Discuss how the closure needs to hold the readers’ attention and keep them wondering.
- Create an anchor chart with memorable endings which include:
 - Re-state or summarize an important idea: *Grandma was so happy that her whole family was there to celebrate her special day.*
 - End with something learned: *I realize that Grandma’s whole family’s being at her party was the best present of all.*
 - Use humor: *When I went to hug Grandma good bye, I tripped on a chair and fell face first into a piece of birthday cake. I guess I get two pieces today!*
 - Look into the future: *I hope that I can always celebrate Grandma’s birthday with her.*

- Make a personal observation (something learned) *My family may be a little kooky but it's fun that we're always there for each other on special days.* (Yale National Initiative, 2016)
- Reread a few memoir texts' endings, and discuss which endings were used, based on the memorable endings anchor chart.

Guided Practice (We do)

- Put students in pairs, and have students refer to familiar memoir texts. Have them turn and talk with partners to discuss how the author provided closure, using the anchor chart with memorable endings. Have students justify their reasons.

Independent (You do)

- Have students refer back to their personal narratives and ensure that the closure is memorable. Rewrite or revise it as needed.
- Conduct writing mini-conferences with several students to assess their ability to provide closure in their narrative writing.
- Document the results of the conference to assess their ability to provide closure. Scaffold, as needed, through guided writing or additional mini-lessons of this skill.

Instructional Strategy: Mini-lesson: Using a Writer's Checklist

Learning Target: I can plan, revise, and edit my narrative story. (3.W.3.2)

Note:

The use of this strategy could take place over multiple days.

Preparation: Locate a piece written previously by the teacher; ensure that students have narrative pieces they have previously written; prepare an anchor chart; prepare a sample second grade narrative story that needs to be edited.

Model (I do):

- The teacher will show the students a narrative piece he/she has written (with items left off so that editing will be easier).
- Explain that good writers check their writing to make sure it looks and sounds right before they are ready to publish. Good writers re-read their stories and look for things to fix.
- Show the students a piece of writing that the teacher has previously written.
- Then show students the blank Writer's Checklist.
- Re-read the writing. After reading it again, model how to edit, looking for sentence structure, punctuation, capitalization, spelling, and neatness. Choose one to three items to place on the checklist*.

* Each of these items on the Writer’s Checklist need to be taught separately in subsequent lessons.

Guided Practice (We do):

- The teacher will show a sample piece of writing.
- Using the Writer’s Checklist, the teacher and the students will edit the writing together.

Independent Practice (You do):

- The students will work independently to edit their memoirs.
- The teacher will conduct writing mini-conferences with several students to assess their ability to edit their writing.
- The teacher will document the results of the conferences to assess the students’ ability and provide scaffolding, as needed, through guided writing or additional mini-lessons of this skill.

Potential Assessment Tasks

Culminating Activity: I can write a narrative. 3. W.3.1 and 3.W.3.2

The culminating performance task (summative assessment) requires students to engage in the writing process to produce a personal narrative. The narrative is a real experiences or memorable event. The writing will be assessed using the [Grade 3 Narrative Writing Rubric](#) found in the Appendix.

Summative Assessment: Write a narrative. 3.W.3.1 and 3 W.3.2

Students will write an on-demand narrative based upon a prompt.

Students will write a narrative based on real or imagined experiences or events based upon an on-demand prompt. The writing will be assessed using the [Grade 3 Narrative Writing Rubric](#) found in the Appendix.

Materials Needed

Teacher- [Teachers’ Directions for Time to Write: Narrative Writing](#) found in the Appendix.

Student - [Time to Write: Narrative Writing for Students](#) handout found in the Appendix.

The following assessments can be used with all strategies.

- Teacher-student conferences including individual, small group, strategy group, and guided reading
- Daily observation of how students participate during the active engagement part of each mini-lesson.
- Students' conversations with partners when asked to turn and talk with their partner.
- Graphic organizers to support reading
- Checklists and rubrics to monitor progress

Formative Assessments:

The independent practice “I do” components of each lesson may serve as formative checks of students’ understanding of the standard. Additional practices may be included as necessary.

(3..W.3.1h): Sense of closure

1. Using a rubric, assess writing to ensure that the narrative has strong endings. Teachers should use the Writer’s Checklist that aligns with grade-level expectations of the students as writers at this point.

(3.RL.9.1) Use of idioms

1. Give the students certain metaphors, and have them illustrate the literal meaning and the figurative meaning.
2. Give the students sample passages, and have them identify the metaphors in each passage.

(3.RL.12.2): Identify a memoir

Give the students several different types of texts that have different text structures. The students will read the passages, identify the type of text structures and then give evidence to support each text identified.

(3.W.3.1a): Getting Ideas and Details

1. The students can create a topic list from which to choose topics.
 2. Have the students create list of mentor texts.
- * Assess the students’ Writer’s Notebooks to see their ability to use both

(3.W.3.1 a, b, 3.W.4.1) Planning and writing a draft of a memoir

Have students plan and write a draft of a story.

(3.W.3.1d): Adding Dialogue

Use sample student writing to have the students add dialogue to the story.

(3. W. 5.2b. Using quotation marks

Use sample student writing to have students add quotation marks to the story.

(3.W.3.1f): Temporal Words

Use sample student writing to have the students add transitional words to a narrative.

(3.W.4.1i): Expanding Sentences

1. Have students rewrite a paragraph by expanding simple sentences and replacing with better word choice.
2. Give each student a set of simple sentences, and ask the students to expand each.

(3.RL. 9.1 & 3.W.3.1g): Sensory images

1. This strategy may be assessed using a rubric. A sample of a sensory image rubric can be found at <http://www.rcampus.com/rubricshowc.cfm?sp=true&code=D4A6B9>
2. The teacher may use anecdotal records to ensure students can explain sensory images.

(3.W.3.1e): Using a Writer's Checklist

Students can assess their own writing by working in pairs, small groups or individually. A Writer's Checklist may be kept in student's Writer's Notebook or on wall in classroom.

Resources

Raising the Quality of Narrative Writing

[http://www.readingandwritingproject.com/public/resources/workshop_materials/09-27-2011/smith/3rd Grade Writing Unit 02 Raising the Quality of Narrative Writin.pdf](http://www.readingandwritingproject.com/public/resources/workshop_materials/09-27-2011/smith/3rd_Grade_Writing_Unit_02_Raising_the_Quality_of_Narrative_Writin.pdf)

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/29128>

<http://www.readingandwritingproject.org/resources/>

Professional Texts

- *The Literacy Teacher's Playbook* by Jennifer Serravallo
- *The Reading Strategies Book* by Jennifer Serravallo

Memoir Mentor Texts

- *Saturday and Teacakes-* Lester Laminack
- *Salt in His Shoes* by Deloris Jordan
- *That Summer My Father was Ten-* Pat Brisson
- *My Great-Aunt Arizona-* Gloria Houston
- *Lou Gehrig-* David Adler
- *Sadako* – Eleanor Coerr
- *Thundercake* –Patricia Polacco
- *Rosie's Fishing Trip-*Amy Hest
- *Uncle Jed's Barbershop-*Margaree Mitchell
- *Rudi's Pond-* Eve Bunting
- *Annie and the Old One-* Miska Miles
- *Through Grandpa's Eyes-* Patricia MacLachlan
- *Nana Upstairs Nan Downstairs-* Tomie de Paola

- *The Painter*- Peter Catalanotto
- *My Rotten Redheaded Older Brother*- Patrica Polacco
- *Chicken Sunday*- Patricia Polacco
- *The Bracelet*- Yoshiko Uchida'
- *Thundercake*- Patricia Polacco
- *The Relatives Came*-Cynthia Rylant
- *A Chair for My Mother*-Vera Williams
- *My Mama had a Dancing Heart*- Libba Moore Gray
- *The Rag Coat*- Lauren A. Mills

Narrative Mentor Texts

- *Thank you, Mr. Falker*-Patricia Polacco
- *When I Was Nine*-James Stevenson
- *In Our Backyard*- Eileen Spinelli
- *In My Momma's Kitchen*- Jerdine Nolen
- *All the Places to Love*- Patricia MacLachlan
- *My Map Book*- Sara Fanelli
- *Rim Shots: Basketballs, Pix*- Charles Smith
- *Wilford Gordon McDonald Partridge*- Mem Fox
- *Tar Beach*- Faith Ringgold
- *Family Pictures*- Sandra Cisneros
- *Shortcut*- Donald Crews
- *One Lucky Girl*- George Ella Lyon
- *Lily's Purple Plastic Purse*- Kevin Henkes
- *Dad & Me*- Peter Catalanotto
- *I Remember Papa*- Helen Kettermann
- *The Memory String*- Eve Bunting
- *Crab Moon*- Ruth Horowitz
- *Peter's Chair*- Ezra Jack Keats
- *Whistling*- Elizabeth Partridge
- *Fireflies!*- Julie Brinckloe
- *Witch of Blackbird Pond*- Elizabeth Speare
- *Because of Winn-Dixie*- Kate DiCamillo
- *Too Many Tamales*- Gary Soto
- *Owl Moon*- Jane Yolen

- *Cocoa Ice*- Diana Applebaum

Mentor texts for metaphors

- *My Mouth is a Volcano*- Julie Cook
- *Dirty Laundry Pile: Poems in Different Voices*- Paul Janeczko
- *Hello, Harvest Moon*- Ralph Fletcher
- *Mama, I'll Give You the World*- Roni Schotter
- *The Most Perfect Spot*- Diane Goode
- *The Other Side*- Jacqueline Woodson

Wordless Picture Books

- *Ah Ha!*- Jeff Mack
- *Ball*- Mary Sullivan
- *A Ball for Daisy*- Chris Raschika
- *A Boy, a Dog, and a Frog*- Mercer Mayer
- *Flora and the Flamingo*- Molly Idle
- *Flora and the Penguin*- Molly Idle
- *The Farmer and the Clown*- Marla Frazee
- *Good Dog, Carl*-Alexandra Day
- *Good Night Gorilla*- Peggy Rathmann

Mentor Texts for Dialogue

- *Peter's Chair* -Ezra Jack Keats
- *Ella Sarah Gets Dressed* - Margaret Chodos-Irvie
- *Come on Rain!* - Karen Hesse

Narrative Writing Prompts

<http://www2.asd.wednet.edu/pioneer/barnard/wri/narr.htm>

<http://www.writingprompts.net/narrative/>

Sample Narrative Writing Rubrics

http://www.exeter.k12.pa.us/cms/lib6/PA01000700/Centricity/Domain/37/gr_level_files/grade3/Narrative%20Rubric%20Grade%203.pdf

<http://literacyshare.pbworks.com/f/Third+Grade+Narrative+Writing+Rubric+-+version+2.pdf>

Sample Narrative Writing Rubric

<http://www.northbergen.k12.nj.us/Page/5198>

Narrative Writing Lesson Plan (includes a rubric and checklist)

<http://mrsheathclass.weebly.com/narrative-writing.html>

Student lesson on Narrative Writing

<https://learnzillion.com/resources/72207-3rd-grade-narrative-writing-responding-to-a-narrative-prompt-1>

Kylene Beers Notice and Note strategies

http://www.heinemann.com/shared/onlineresources/E04693/NoticeNote_flyer.pdf

Ideas for Small Moment Stories

<http://thirdgradethinkers8.blogspot.com/2012/10/fall-writing-personal-narrative-small.html>

Graphic Organizers for Personal Narratives

<http://www.scholastic.com/teachers/top-teaching/2014/03/graphic-organizers-personal-narratives>

Video to build the teacher's background on personal narratives (12:01)

<https://www.youtube.com/watch?v=XTVWUKBjp1o>

Dialogue

<https://educators.brainpop.com/bp-topic/dialogue/>

Show Don't Tell lesson plans

http://writingfix.com/6_traits/showing.htm

NARRATIVE WRITING RUBRIC GRADE 3

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Setting	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Orients the reader by establishing a vivid situation (real or imagined) and introducing a narrator and/or character 	<ul style="list-style-type: none"> Responds to all parts of the prompt Establishes a situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> Responds to most parts of the prompt Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator
Organization/Plot	<ul style="list-style-type: none"> Coherently organizes a clear event sequence that unfolds naturally with compelling details Uses a variety of transitional words and phrases to signal event order Provides a conclusion that follows from the narrated experience or events 	<ul style="list-style-type: none"> Provides descriptive details Organizes a clear event sequence that unfolds naturally Uses temporal words and phrases to signal event order Provides a sense of closure 	<ul style="list-style-type: none"> Organizes some short sequence but might confuse the reader Uses some temporal words and/or phrases to signal event order Attempts a sense of closure 	<ul style="list-style-type: none"> Does not sequence in a logical order. Narrative is confusing Uses few to no temporal words or phrases to manage the sequence of events. Closure is not attempted or apparent.
Narrative Techniques	<ul style="list-style-type: none"> Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events Skillfully uses imagery, precise words, and sensory details to develop character and events Uses vivid dialogue to show the response of characters to situations 	<ul style="list-style-type: none"> Uses descriptions of actions, thoughts, and feelings to develop experiences and events Uses dialogue to show the response of characters to situations Uses imagery, precise words, and sensory details to develop character and events 	<ul style="list-style-type: none"> Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events Attempts to use dialogue to support plot Some details describe actions, thoughts, and feelings 	<ul style="list-style-type: none"> Uses little to no description of actions, thoughts, or feelings to describe experiences /events Does not use dialogue to support plot Few details to describe actions, thoughts, and feelings
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses some correct sentence structures Demonstrates some grade level appropriate conventions, but errors may obscure meaning Utilizes vague or basic word choice 	<ul style="list-style-type: none"> Uses little to no correct sentence structure Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Utilizes incorrect and/or simplistic word choice

Adapted from Elk Grove Unified School District in Elk Grove, California.

Grade 3
Time to Write: Narrative Writing

Write an essay explaining how Anne shows that she is a helpful friend.
Use evidence from the passage to support your response.

GENERAL DIRECTIONS

- Read the topic carefully before you begin to write.
- Use the Narrative Writing Checklist below to make sure you include the elements of writing a narrative piece of writing.
- Use the scoring rubric provided to review and revise your writing.

WRITING CHECKLIST

Does your writing

- ☐ present a real or imagined experience or event or short sequence of events?
- ☐ include details to describe the actions, thoughts, and feelings?
- ☐ have clear event sequences?
- ☐ have temporal words to signal event order?
- ☐ have a sense of closure?
- ☐ show strong command of grammar, capitalization, punctuation, and spelling?

Grade 3
Time to Write: Narrative Writing

My New Friend
by Pam

Here I am... in a new school... in a new classroom... with another new teacher. UGH!
I am going to have to make new friends....AGAIN!

My family has to move around a lot. When the rent goes up we have to go find an apartment. I know my mom tries hard to keep us in one place. She works two jobs in order to make sure that my sister and I can participate in track meets on the weekends. Thank goodness for the friends I have in my track club.

So here I am thinking about the past two weeks. Thank goodness for my new friend, Anne.

On the first day of school, I was sitting in my desk and everyone was looking at me. This girl walks up to my desk, and shouts, “Hey! You are new! I’m Anne. Who are you?”

She had a big smile on her face and she reached out her hand to shake my hand. “Gosh,” I thought, “This girl is friendly.” After her introduction, she screamed across the room, “Hey, Paula and Candice, come meet the new girl, Pam!” I knew then that Anne was the type of friend I wanted.

After she introduced me to all the classmates, she asked the teacher, Mrs. Turner, if she could come sit beside me to “show me the ropes” of the classroom. Of course Mrs. Turner said “Yes”. That entire day was fun! Anne whispered to me from across her desk, “I am going to make sure you have everything you need. You are not going to be ignored as a new member of our class. Some of the other girls may be mean to you, but I will make sure they treat you with respect and will be nice to you.”

For the rest of the week, Anne sat in a desk beside me in the classroom, and with me at lunch. Paula and Candice joined us at lunch too. We laughed and talked about the homework, our irritating brothers and sisters, and the fun we had at art, music, and PE.

Then it happened... On the second week of school, someone took my IPAD. I looked in my desk, I looked in my cubby, and I looked in the IPAD cart. I was terrified of telling Mrs. Turner that the IPAD was missing. I KNEW I placed the IPAD back where it belonged at the end of the day. Anne was so supportive. She held my hand and calmly said, “I will go with you to talk to Mrs. Turner. I will tell her that I saw you place the IPAD back in the cart.”

I wanted to cry, but Anne said, “Don’t you dare cry!” Mrs. Turner will understand and you will not get in trouble. Just let me do the talking!”

So Anne and I slowly walked to Mrs. Turner’s desk. My hands were shaking and I could barely speak. Anne was so strong! She told the teacher everything! Mrs. Turner smiled at Anne and said, “What a good friend you are! Let’s have Pam and you walk around the classroom and check the numbers on the IPAD. Someone may have just accidentally taken the wrong one.”

So there we go. Anne stood in the middle of the classroom and in a loud voice, she stated in a teacher voice, “Now listen here! Someone has Pam’s IPAD. Everyone put their IPADs on their desks. Pam and I are checking numbers!” By the time we got to the last row...BINGO! There it was! David had it! The numbers on his IPAD and mine were different by one number! David was so apologetic and Anne was jumping up and down screaming with joy!

Anne to the rescue! How great it is to have a friend like Anne! I sure hope that I can stay in this school forever, and I hope Anne will always be there as my friend.

GRADE 3
Time to Write: Narrative Writing
TEACHER DIRECTIONS

Teacher says:

I am going to read you the story, *My New Friend* by Pam.

Story is on page 2.

Teacher says:

Listen as I read the writing directions.

Write an essay explaining how Anne shows that she is a helpful friend.
Use evidence from the passage to support your response.

Teacher says:

Before you start writing, let's review the Writer's Checklist. Listen as I read the reminders. When you are finished writing your essay, please remember to use your Writer's Checklist to revise and edit.

Does your writing

- ☐ present a real or imagined experience or event or short sequence of events?
- ☐ include details to describe the actions, thoughts, and feelings?
- ☐ have clear event sequences?
- ☐ have temporal words to signal event order?
- ☐ have a sense of closure?
- ☐ show strong command of grammar, capitalization, punctuation, and spelling?

This on-demand narrative writing is not a timed writing activity. This prompt provides opportunity for students to practice writing using text-dependent passages and prompts.

GRADE 3
Time to Write: Narrative Writing
TEACHER DIRECTIONS

My New Friend
by Pam

Here I am... in a new school... in a new classroom... with another new teacher. UGH!
I am going to have to make new friends....AGAIN!

My family has to move around a lot. When the rent goes up we have to go find an apartment. I know my mom tries hard to keep us in one place. She works two jobs in order to make sure that my sister and I can participate in track meets on the weekends. Thank goodness for the friends I have in my track club.

So here I am thinking about the past two weeks. Thank goodness for my new friend, Anne.

On the first day of school, I was sitting in my desk and everyone was looking at me. This girl walks up to my desk, and shouts, “Hey! You are new! I’m Anne. Who are you?”
She had a big smile on her face and she reached out her hand to shake my hand. “Gosh,” I thought, “This girl is friendly.” After her introduction, she screamed across the room, “Hey, Paula and Candice, come meet the new girl, Pam!” I knew then that Anne was the type of friend I wanted.

After she introduced me to all the classmates, she asked the teacher, Mrs. Turner, if she could come sit beside me to “show me the ropes” of the classroom. Of course Mrs. Turner said “Yes”. That entire day was fun! Anne whispered to me from across her desk, “I am going to make sure you have everything you need. You are not going to be ignored as a new member of our class. Some of the other girls may be mean to you, but I will make sure they treat you with respect and will be nice to you.”

For the rest of the week, Anne sat in a desk beside me in the classroom, and with me at lunch. Paula and Candice joined us at lunch too. We laughed and talked about the homework, our irritating brothers and sisters, and the fun we had at art, music, and PE.

Then it happened... On the second week of school, someone took my IPAD. I looked in my desk, I looked in my cubby, and I looked in the IPAD cart. I was terrified of telling Mrs. Turner that the IPAD was missing. I KNEW I placed the IPAD back where it belonged at the end of the day. Anne was so supportive. She held my hand and calmly said, “I will go with you to talk to Mrs. Turner. I will tell her that I saw you place the IPAD back in the cart.”

I wanted to cry, but Anne said, “Don’t you dare cry!” Mrs. Turner will understand and you will not get in trouble. Just let me do the talking!”

So Anne and I slowly walked to Mrs. Turner’s desk. My hands were shaking and I could barely speak. Anne was so strong! She told the teacher everything! Mrs. Turner smiled at Anne and said, “What a good friend you are! Let’s have Pam and you walk around the classroom and check the numbers on the IPAD. Someone may have just accidentally taken the wrong one.”

So there we go. Anne stood in the middle of the classroom and in a loud voice, she stated in a teacher voice, “Now listen here! Someone has Pam’s IPAD. Everyone put their IPADS on their desks. Pam and I are checking numbers!” By the time we got to the last row...BINGO! There it was! David had it! The numbers on his IPAD and mine were different by one number! David was so apologetic and Anne was jumping up and down screaming with joy!

Anne to the rescue! How great it is to have a friend like Anne! I sure hope that I can stay in this school forever, and I hope Anne will always be there as my friend.

Grade 3 Narrative Writing: Personal Narrative References

Calkins, Lucy. (2003). *Units of Study for Primary Writing: A Yearlong Curriculum*

Dutro, S. (2008). Retrieved from
<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

Institute of Education Sciences. (2012). *Teaching Elementary School Students to Be Effective Writers*. Retrieved from
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Levy, E. (2007). *Gradual Release of Responsibility: I do, We do, You do*

Owocki, Gretchen. (2013). *The Common Core Writing Book: Lessons for a Range of Tasks, Purposes, and Audiences*. Portsmouth, NH: Heinemann.

Routman, Regie. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.

South Carolina. (2015). *Profile of the South Carolina Graduate*. Retrieved from
<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

South Carolina Department of Education. (2016). *South Carolina College-and-Career-Ready Standards for English Language Arts*. Retrieved July 29, 2016, from
<http://ed.sc.gov/scdoe/assets/file/programsservices/59/documents/ELA2015SCCCRStandards.pdf>

Retrieved August 6, 2016, from
http://r.search.yahoo.com/_ylt=A0LEVzB4_6VXfVEAjzVXNyoA;_ylu=X3oDMTEyOTU1ZmhiBGNvbG8DYmYxBHBvcwM0BHZ0aWQDQjE4NzlfMQRzZWMDc3I-/RV=2/RE=1470525433/RO=10/RU=http%3a%2f%2fwww.teachwithmovies.org%2fguides%2fnarrative-writing-lesson-plan.doc/RK=0/RS=w_z9kvleMN127ZzPajUyUgxebIk-

Retrieved August 10, 2016, from
[http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching20Resources/3rd%20Grade%20Personal%20Narrative%20\(2\).pdf](http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching20Resources/3rd%20Grade%20Personal%20Narrative%20(2).pdf)